

VISIT...

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Tutor Teaching Tips

Repeated Reading • W-6

MATERIALS

Reading
Passage:
Part 1 (2 copies)

Timing device;
Graph

Reading
Passage:
Part 2 (2 copies)

Game cards

Introducing the Passage 5 minutes

Read part 1 of the passage *Emily* to provide a model of fluent reading. Read with expression at a normal reading pace, taking about one minute to read the passage.

Give the child a copy of the passage and have him/her read it with you. If he/she has difficulty, slow the pace or read small chunks (one or two sentences), and then have the child read each chunk with you until you have read the entire passage.

Read the entire passage with the child one or two more times.

Building Fluency 5–10 minutes

Have the child read the passage out loud while you time him/her for one minute. As the child reads, place a check mark on your copy of the passage over each word that he/she misreads. If the child pauses for three seconds, tell him/her the word and mark it as an error. Do not correct errors during the reading. After one minute, tell the child to stop. Circle the last word the child read. Help the child plot the number of words read on the graph. The goal is 150 words per minute with at least 90% accuracy.

Discuss errors once the child has completed the reading. Discuss word-attack strategies such as sounding out parts of words, looking for smaller words or recognizable chunks within larger words, and thinking about how the meanings of words relate to other parts of the text.

Do not exceed more than four independent readings of a passage in a single session. If the child seems to have too much difficulty, drop to a lower level during the next tutoring session.

Checking for Understanding 5 minutes

Ask the child to retell the passage. Look for detail in his/her retelling. Give the child time to respond independently. If needed, prompt with the following sample questions:

Where are Mary and her mom going? (to a town in Canada to meet her boyfriend, Harry)

How does Mary feel about Harry? (she doesn't like him)

Why does Mary feel this way? (she's worried her life with her mom will change)

If time permits, repeat the steps above using part 2 of the passage, *Emily*.

Optional Activity 5–10 minutes

PLAYING A WORD GAME: Shuffle the game cards and spread them out face down on the table. Have the child draw two cards, read the words, and tell you whether the words could combine to form a contraction. Have the child tell you the contraction. If the child is correct and the words form a contraction, he/she gets to keep the cards. If the child is incorrect or the words do not form a contraction, he/she turns the cards over again. It is now your turn. Repeat the game as time permits.

Part 1

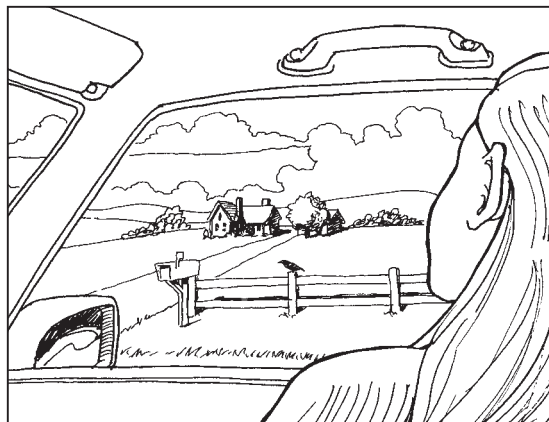
I sat motionless in the passenger seat, feeling trapped by my seat belt. Mom 14
 was singing along with her tapes and reading road signs, as if I couldn't 28
 comprehend them. 30

"Crawford, fifty kilometers—that's the town we're headed to. How many 41
 miles is fifty kilometers, Mary?" 46

"I dunno," I sulked. 50

"Please try to be nice today, Mary. I told Harry all about how friendly and 65
 intelligent you are," Mom said. Harry is Mom's new boyfriend. She's been 77
 driving over the border into Canada every weekend to see him, leaving 89
 me with Dad. Don't get me wrong; I love staying with Dad. But I miss my 105
 weekends with Mom. We used to make popcorn and watch late-night TV. 118
 Mom thinks that she and Harry might get married—but first he has to 132
 meet me. 134

"I'll be sugar and spice and everything nice," I said, staring at the 147
 Canadian countryside. It looked pretty much like the American countryside 157
 only... more Canadian, somehow. Bigger and emptier, like how I imagined 168
 Harry; bigger than Dad, with an enormous head full of empty space. 180

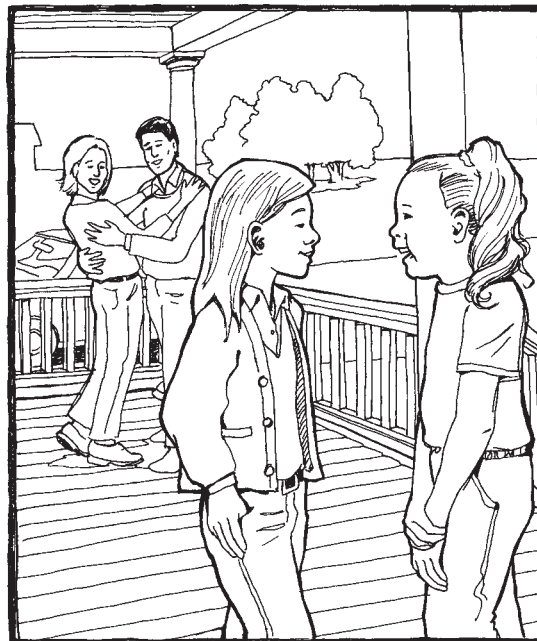


Part 2

Mom seemed fidgety and excited, singing even more loudly as we 11
 drove into a town. She pulled up by a gray two-story house with a big 27
 front porch. 29

A man stepped onto the porch. He was kind of small, with wire-rimmed 43
 glasses and thinning hair. Mom sprinted up the steps and flung her arms 56
 around him. Then she waved for me to get out of the car. I went onto the 73
 porch and shook Harry's hand, not wanting to admit that he had kind of 87
 a nice smile. He turned and called into the house. "Emily?" 98

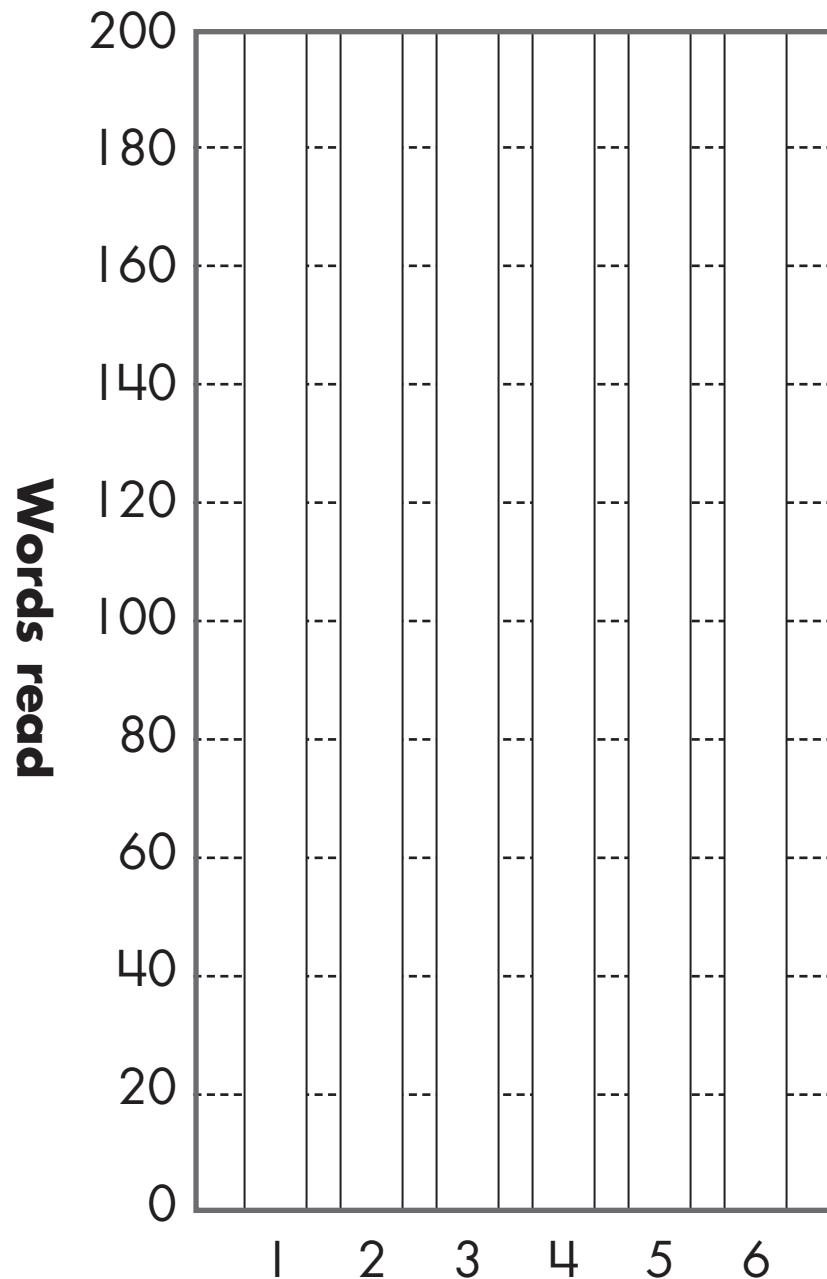
No one had told me about meeting anyone else. A girl stepped from 111
 behind the door. She was about my height, with brown hair and the same 125
 neat little nose as Harry. From the look on her face, I could tell that she 141
 had gotten the same speech from Harry as I got from Mom. I wasn't sure 156
 about Mom and Harry, but Emily and I were in the same boat. I smiled at 172
 her. When she looked up, she smiled back. 180



Repeated Reading Bar Graph

Lesson W-6

Name _____ Date _____



Number
of errors:
 1 2 3 4 5 6



that

is

that

will

I

will

we

will

we

are

you

are

you

have

I

have

might

have

we

have